

Dyslexia Advisory Council Annual Report

2019-20 Report to the Education Committees

Tennessee Department of Education | January 2021



2019-20 Dyslexia Advisory Council Members

Dr. Penny Schwinn, commissioner, Tennessee Department of Education

Theresa Nicholls, assistant commissioner of the division of special populations, Tennessee Department of Education

Eileen Miller, advocate, Decoding Dyslexia Tennessee

Allison McAvoy, special education teacher, Hamilton County Department of Education

Nichi Hickerson, elementary school teacher, Bradford Special School District

Rita Flood, middle school teacher, Bradley County Schools

Melissa Johnson, high school teacher, Clarksville-Montgomery Schools

Anna Thorsen, parent, Metro Nashville Public Schools

Barbara Adams, speech language pathologist, Williamson County Schools

The council also includes three ex-officio members with expertise in dyslexia: Carmen O'Connor with the Tennessee branch of the International Dyslexia Association; Erin Alexander, a school psychologist and assistant director for clinical services at the Tennessee Center for Dyslexia; and Susan Porter, a district lead coach of instruction with Metro Nashville Public Schools.

Executive Summary

The ability to read undoubtedly impacts a person’s quality of life. In Tennessee, most students are not proficient readers, and many of these students continue to have deficits in their basic reading skills. The “Say Dyslexia” law (T.C.A. § 49-1-229) emphasizes the vital role of early identification and provision of effective interventions for those who struggle with basic reading skills. Having strong screening processes and interventions will allow even the most struggling readers the opportunity to be proficient readers. The law intentionally addresses not only students with a formal profile of dyslexia but also those exhibiting characteristics of dyslexia. Characteristics of dyslexia include basic reading difficulties in the areas of:

- **phonological awareness:** a broad category comprising a range of understandings related to the sounds of words and word parts;
- **phonemic awareness:** the ability to notice, think about, and work with the individual sounds in spoken words;
- **alphabet knowledge:** understanding that letters represent sounds, which form words;
- **sound/symbol recognition:** understanding that there is a predictable relationship between phonemes (sounds in spoken language) and graphemes (the letters that represent those sounds);
- **decoding skills:** using knowledge of letters and sounds to recognize and analyze a printed word to connect it to the spoken word it represents (also referred to as “word attack skills”);
- **encoding skills:** translating speech into writing (spelling); and
- **rapid naming:** ability to connect visual and verbal information by giving the appropriate names to common objects, colors, letters, and digits (quickly naming what is seen). Rapid naming requires the retrieval of phonological information related to phonemes (letter/letter combination sounds), segments of words, and words from long-term memory in an efficient manner. This is important when decoding words, encoding words, and reading sight words.

In addition to the characteristics of dyslexia, it is important to also be aware of the common myths and truths associated with dyslexia.

Common Myths

Reversals	Myth: Dyslexia is a visual problem. Students with dyslexia see and write letters and words backwards.	Truth: Many children reverse their letters when learning to read and write. Reversing letters is not a sure sign of dyslexia, and not all students with dyslexia reverse letters. ¹
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¹ International Dyslexia Association (2002). <http://eida.org/definition-of-dyslexia/>

School Success	Myth: If you perform well in school, you must not have dyslexia.	Truth: Some students with dyslexia perform well in school. These students work hard, are motivated, and have the accommodations necessary to demonstrate their knowledge. ¹
Intelligence	Myth: Smart students cannot be dyslexic; students with dyslexia cannot be very smart.	Truth: Dyslexia is defined by an unexpected difficulty in learning to read. Said another way, dyslexia is a paradox— the same person who struggles to read quickly often has very high intelligence. ¹
Reading Ability	Myth: Students with dyslexia cannot learn to read.	Truth: Most students with dyslexia do learn to read, but with greater effort. They tend to remain “manual” rather than “fluent” readers, reading slowly and with great effort. ¹
Reading Difficulties	Myth: All reading difficulties can be attributed to dyslexia.	Truth: The hallmark of dyslexia is an unexpected reading difficulty in a child who seems to have all the equipment (intelligence, verbal skills, motivation) necessary to become a reader. ¹ There are other ways students can struggle to read: (1) 3–10 percent of students who are strong decoders don’t understand what they are reading (specific reading comprehension deficit), ² and

² Taken from The Yale Center for Dyslexia and Creativity, Signs of Dyslexia. http://dyslexia.yale.edu/EDU_signs.html

		(2) some students struggle with both the code of the language and the meaning of language (mixed reading deficit).
Eligibility	Myth: If a student has dyslexia, they will have an IEP. An IEP is the only way to get the appropriate instruction and accommodations needed.	Truth: Dyslexia comes in many degrees from mild to severe. ³ Some children with dyslexic characteristics meet the requirements for TN specific learning disability (SLD) eligibility, and some do not. The purpose of RTI ² is to ensure that all students receive appropriate, differentiated instruction and universal accommodations in Tier I, and when needed, the student may receive Tier II or Tier III intervention. Students who do not respond to these interventions may be eligible to receive interventions through special education.
Gender	Myth: Only boys are affected by dyslexia.	Truth: Students of both genders can have dyslexia. The higher number of male referrals may be due to differences in classroom behaviors. ¹
Short-Term Problem	Myth: Most students will eventually outgrow dyslexia.	Truth: Dyslexia is the result of a processing difference in the brain and will last a lifetime. ¹

³ International Dyslexia Association <https://dyslexiaida.org/dyslexia-basics/>

Comprehension	Myth: Students who have dyslexia have poor reading comprehension skills.	Truth: Students with dyslexia tend to have strong comprehension skills, but this can be masked by (1) the amount of mental effort required to decode, limiting access to the ability to think critically, and (2) a limited amount of reading, leading to a gap in the student's vocabulary as compared to students who read large amounts of appropriate text. ¹
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T.C.A. § 49-1-229 contains several key requirements of Local Education Agencies (LEAs), the Dyslexia Advisory Council, and the Tennessee Department of Education (TDOE).

Agency	Roles/Responsibilities				
Local Education Agencies (LEAs)	Implement procedures for a universal screening process through the existing RTI ² framework.	Convene school-based problem-solving teams.	Notify students' parents and provide them with information and resources.	Provide appropriate tiered dyslexia-specific intervention through the existing RTI ² framework and progress monitoring.	Report required data.
TDOE	Develop procedures for identifying characteristics of dyslexia.			Provide appropriate professional development resources for educators in the areas of identification and intervention methods for students with dyslexia.	
Dyslexia Advisory Council	Advise the TDOE on matters relating to dyslexia.	Meet at least quarterly.		Submit an annual report to education committees.	

The "Say Dyslexia" law requires the department to develop guidance for identifying characteristics of dyslexia and to provide appropriate professional development resources for educators in the areas of identification and intervention methods for students with dyslexia. This law also requires the creation of a dyslexia advisory council to advise the department on matters related to dyslexia. This report reflects the council's annual task of

reporting to the Education Committee of the Senate and the Education Instruction and Programs Committee of the House of Representatives on the following topics:

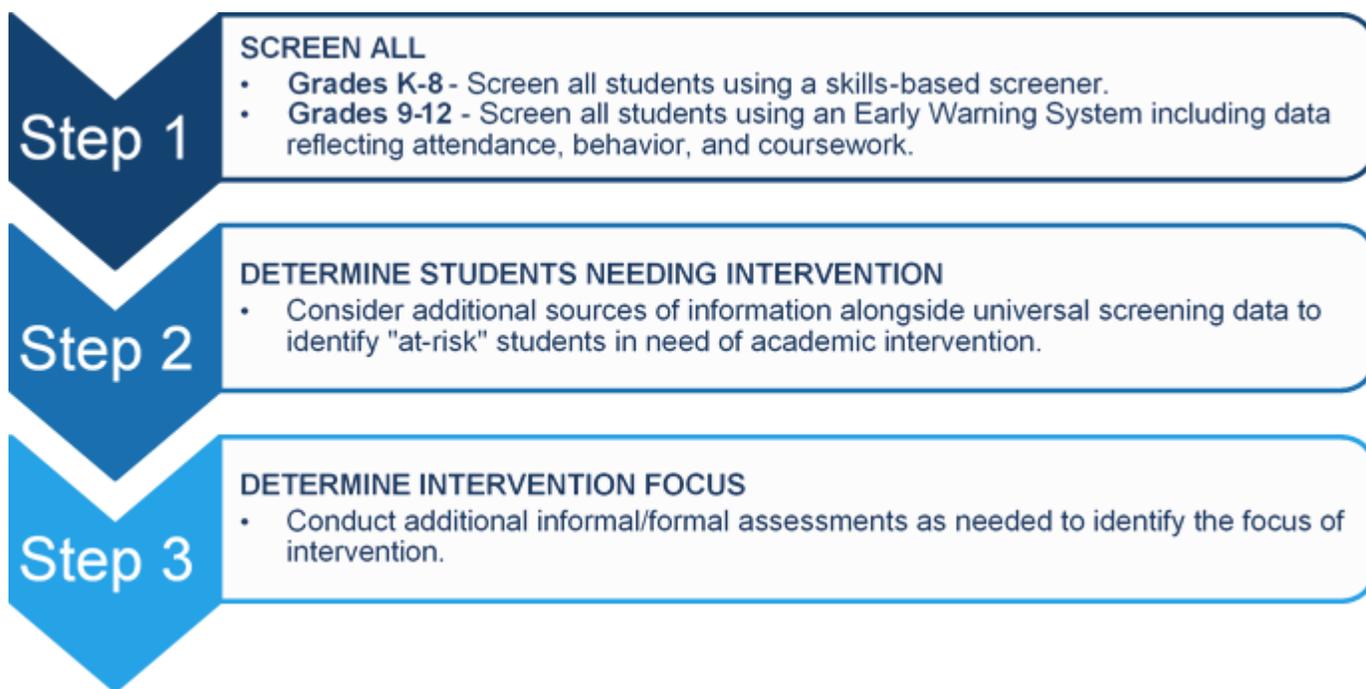
- the number of students screened, and the number of students provided with dyslexia intervention services;
- information about specific accommodations needed for students who are provided dyslexia intervention services taking the annual state-mandated assessment or other state or district-mandated assessments;
- descriptions, from the districts that provided dyslexia intervention services, of the intervention services provided to students; and
- the Tennessee Value-Added Assessment System (TVAAS) growth data, when available, for the students receiving dyslexia intervention services.

The 2019-20 report also provides a comparative perspective that includes data from the previous academic school year.

Universal Screening

School districts must implement screening procedures to identify students exhibiting characteristics of dyslexia through the existing Response to Instruction and Intervention (RTI²) framework's universal screening process. Results from universal screening reflecting one or more characteristics of dyslexia do not necessarily mean a student has dyslexia, nor can the full profile of dyslexia be determined through the universal screening process.

Prior to the "Say Dyslexia" law, districts across Tennessee were expected to have a universal screening process for each academic content area (e.g., reading, written expression, and math). The universal screening process involves three steps and should be implemented across elementary, middle, and high school grade bands:



The "Say Dyslexia" law requires districts to include tools that screen for each of the characteristics of dyslexia (e.g., decoding skills, encoding skills, phonemic awareness, phonological awareness, alphabet knowledge, sound/symbol recognition, and rapid naming) through the universal screening process.

Dyslexia-Specific Intervention Coding

School-based problem-solving teams are expected to analyze universal screening data and identify students demonstrating characteristic(s) of dyslexia requiring dyslexia-specific intervention as defined by T.C.A. § 49-1-229. Districts were provided guidance on how to report the number of students receiving dyslexia-specific intervention through in-person regional trainings and conferences, written communications (see "Say Dyslexia" Reporting Requirements Flowchart in Appendix A), and follow-up technical assistance by regional department of education intervention specialists. To assist district staff with determining which students fall within the

parameters to code as having received a dyslexia-specific intervention, further guidance was developed with the feedback of the Dyslexia Advisory Council. The guidance, “Say Dyslexia” Student Coding Video and Handout, includes the handout with captioning ([here](#)) or the video version with audio ([here](#)).

It should be noted that this dyslexia-specific intervention coding data was collected for the 2019-2020 school year during the onset of the COVID-19 pandemic, and this may have impacted district reporting and regional follow-up support to districts in their reporting progress. Below is a breakdown of our analysis of district reporting.

State-Level Data

Based on the Oct. 1, 2019 federal membership file, the total student population, kindergarten through grade 12, for the 2019-20 school year was 1,014,744. Of these students, 4.72% were reported by districts to have received dyslexia-specific intervention during the 2019-20 school year. This data was pulled from the department’s education information system (EIS) and captures any student coded as receiving a dyslexia-specific intervention at any point in the 2019-20 school year. **This is a 0.29% increase in the number of students coded from the previous year.**

District Data

Figures 1 and 2 show the percentage of students within each district reported as receiving dyslexia-specific interventions for the 2018-19 and 2019-20 academic years, respectively. Each black bar represents a school district while the red line represents the statewide average. The five largest districts have been identified within the figure to demonstrate the wide variance existing between similar-sized districts. Together they comprise roughly 35% of the entire student population in Tennessee and include Hamilton County (0.57% reported), Davidson County (1.96% reported), Rutherford County (3.85% reported), Shelby County (4.07% reported), and Knox County (11.05% reported). See Appendix B for more information.

Comparison over the previous academic year indicates the following key findings:

- An increase in the reported number of students receiving dyslexia-specific interventions despite the disruption to intervention decision-making and logistics involving coding students due to the pandemic.
- Twenty-one districts reported 10% or more of their students as having received dyslexia-specific interventions (same number as the 2018-19 school year). While there is not a set guideline for the percentage of students that should be receiving dyslexia-specific interventions, the percentage of students coded are generally expected to mirror overall prevalence rates of dyslexia in the general

population, which is approximately 10%.⁴ A breakdown of the percent of students in each district reported to receive dyslexia-specific intervention can be found in [Appendix B](#).

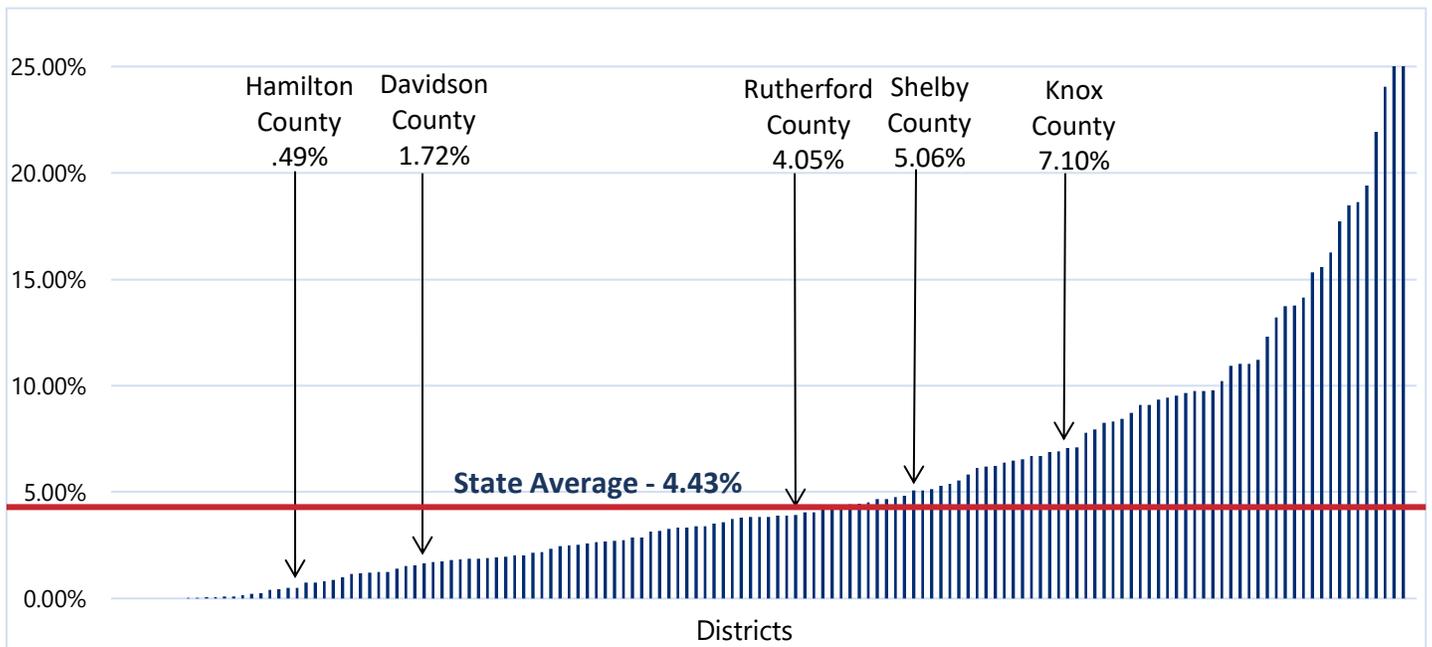
- One hundred twenty districts reported at least 1% of students receiving dyslexia-specific interventions as compared to 119 districts in 2018-19.

Districts' ability to code students receiving dyslexia-specific interventions more accurately is an early indicator of the positive impacts of the "Say Dyslexia" law. While the data indicates that districts are slowly improving their accuracy in identifying students in need of dyslexia-specific interventions, most districts still do not closely reflect national prevalence rates; this indicates further support is needed related to the provision of interventions and reporting structures.

Nine districts across the state reported no students receiving dyslexia-specific interventions; however, four of those districts have historically reported students receiving interventions, and it is unclear if the impact of the pandemic on district operations influenced the ability for those districts to report the information properly at the conclusion of the school year. Additionally, the data solely represented decisions made regarding interventions provided before schools closed due to states of emergency, and therefore may be lower indicators of the number of students served in a complete school year.

Figure 1

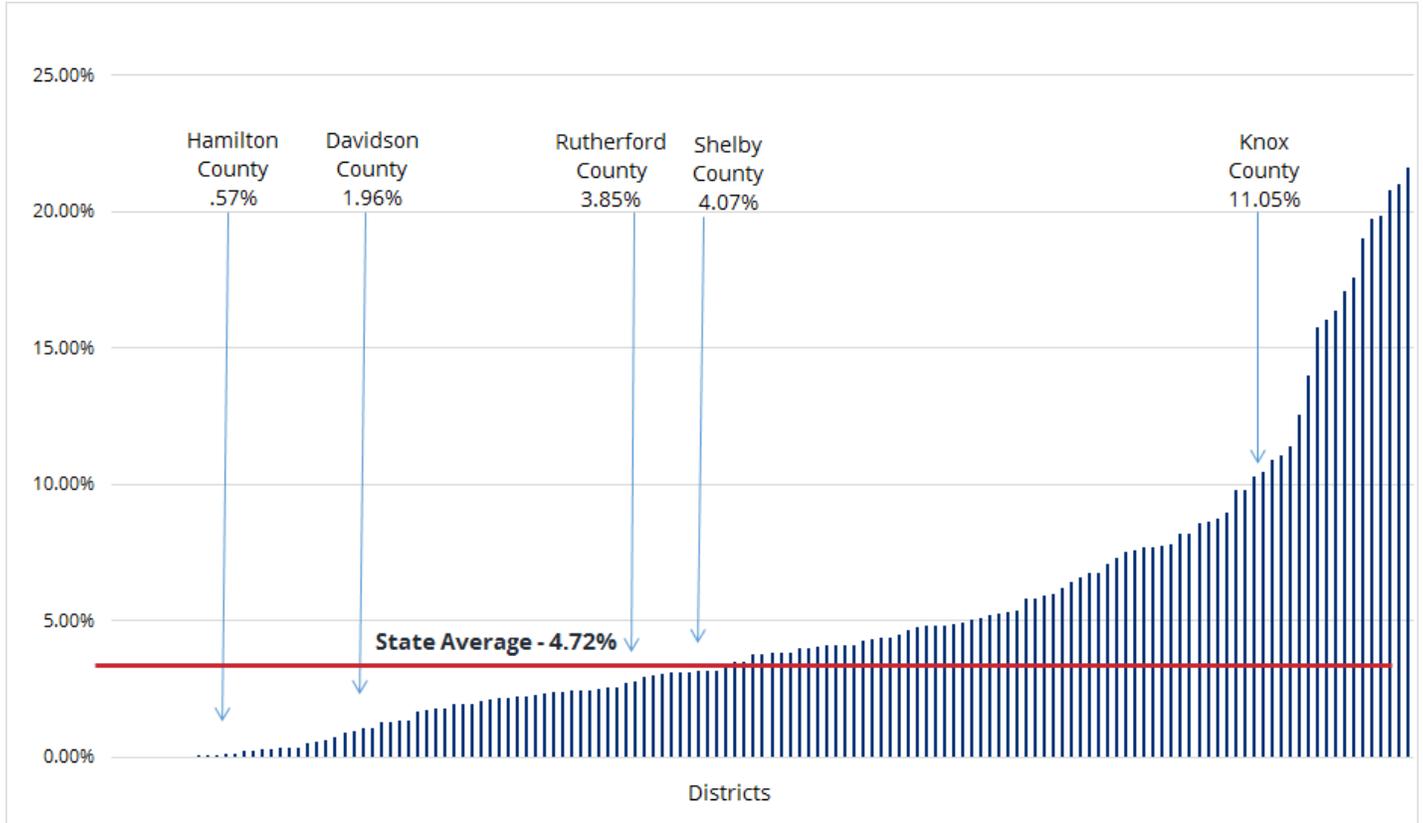
2018-19 Percentage of Students Receiving Dyslexia-specific Interventions
By District



Sprenger-Charolles, L., L. S. Siegel, et al. (2011) "Prevalence and Reliability of Phonological, Surface, and Mixed Profiles in Dyslexia: A Review of Studies Conducted in Languages Varying in Orthographic Depth," Scientific Studies of Reading, 15(6): 498-521.

Figure 2

2019-20 Percentage of Students Receiving Dyslexia-specific Interventions
By District



*All district percentages can be found in [Appendix B.](#)

Statewide, by Grade-Band

Figure three reports the number of students in each grade for the 2018-19 and 2019-20 academic school years reported as receiving dyslexia-specific interventions compared to the overall student count for the grade.

Comparison over the past two academic years indicates the following key findings:

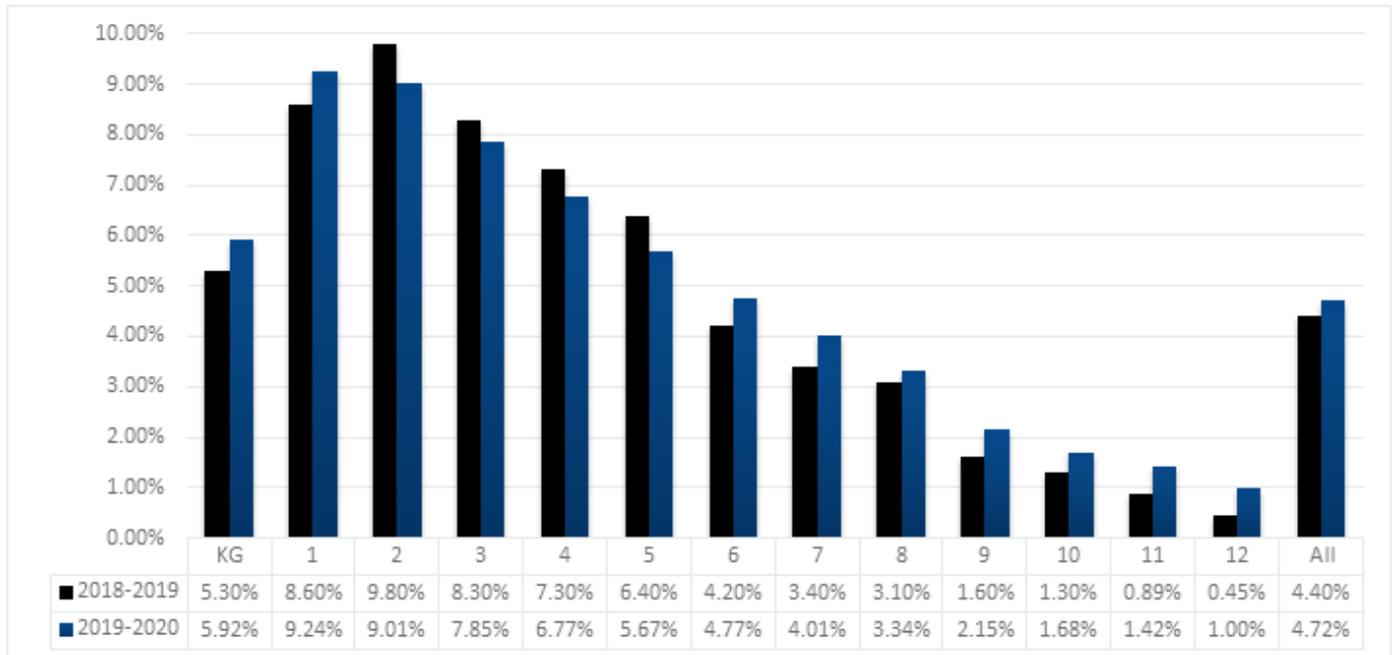
- Like last year, most students who were reported to have received dyslexia-specific interventions were in grades kindergarten through fifth grade.
- This past year, grade levels six through twelve demonstrated an increase in the percent of students receiving dyslexia-specific interventions.

Within the first few years of the “Say Dyslexia” law being in effect, an increase in the number of students coded as receiving dyslexia-specific intervention in each grade is anticipated. Increases are a positive indication because

districts are identifying and coding more students in need of dyslexia-specific intervention. Increases in high school grades were small across the state, but are an encouraging sign that districts are identifying and providing intervention to more high school students as needed.

Figure 3

Percentage of Students Receiving Dyslexia-Specific Interventions
by Grade



Student Groups

Figure four reflects the percent of students reported as receiving dyslexia-specific interventions by student groups during the 2018-19 and 2019-20 academic school years. The student groups include: BHN (i.e., Black, Hispanic, Native American), economically disadvantaged, students with disabilities, and English learners. Note: students may be included in multiple subgroups.

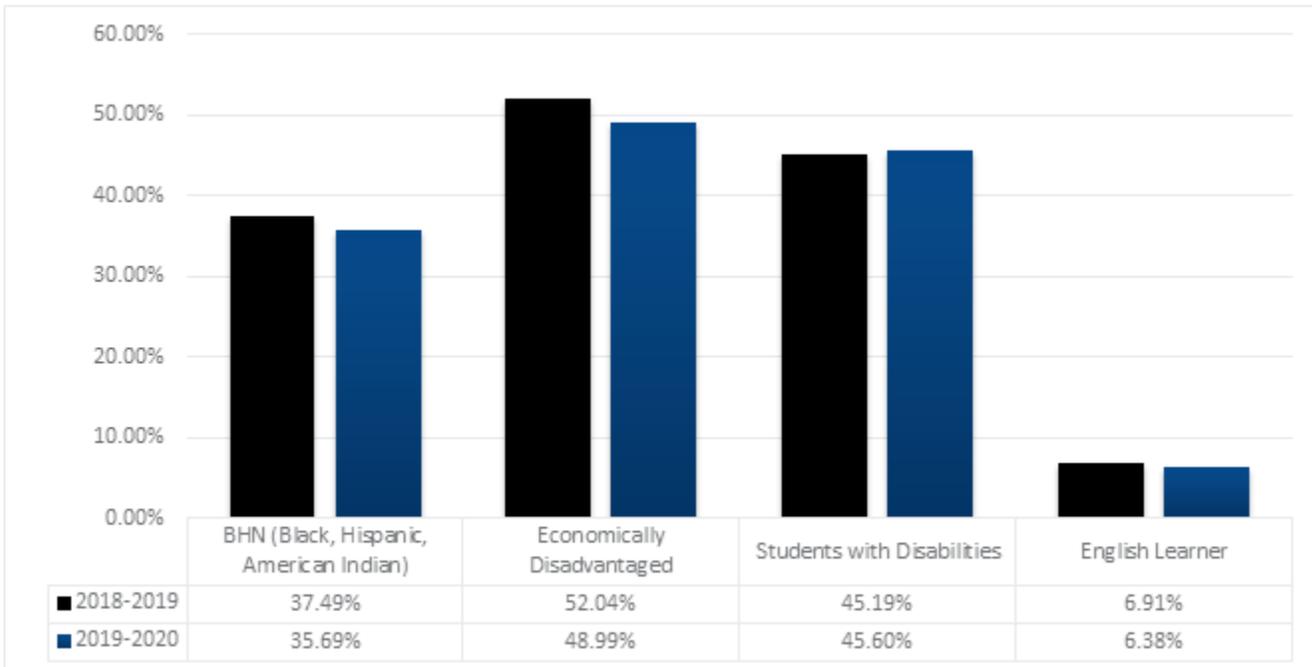
Comparison over the past two academic years indicates the following key findings:

- The percentage of Black, Hispanic, or Native American students reported as receiving dyslexia-specific interventions decreased by 1.8%.
- The percentage of students reported as receiving dyslexia-specific intervention that are economically disadvantaged decreased by 3.05%.

- There were no significant changes in the percentages of students reported as receiving dyslexia-specific intervention that are students with disabilities or English learners.

Figure 4

Percent of Students Receiving Dyslexia-Specific Interventions
by Student Groups



Dyslexia-Specific Interventions

As part of the district planning process, districts are required to describe their universal screening process for characteristics of dyslexia, as well as the dyslexia-specific interventions they utilize. The prompt districts respond to is as follows:

List and describe all the dyslexia-specific interventions used in your district (e.g., to include Tier II, Tier III, and special education interventions) as well as additional information used to identify and serve students with characteristics of dyslexia. Include the following information in your description:

- procedure for identifying characteristics of dyslexia through universal screening required by the existing RTI2 framework as well as the school-level team responsible for addressing problems and monitoring the data;*
- name of the intervention/ materials (do not include assessments, personnel, or setting);*

- c. *the dyslexia characteristic(s) the intervention addresses (i.e., phonological awareness, phonemic awareness, alphabet knowledge, sound-symbol recognition, decoding skills, encoding, & rapid naming);*
- d. *whether the intervention is systematic, cumulative, explicit, aligned to deficit, multi-sensory, and language based; and*
- e. *plan for notifying parents and students in order to provide information and resources on dyslexia.*

It should be noted that this dyslexia-specific intervention data was collected for the 2019-20 school year during the onset of the COVID-19 pandemic, and this may have impacted district reporting and regional follow-up support to districts. Below is a breakdown of our analysis of district reporting.

A quantitative analysis indicates the following:

- 94.5% of districts provided the interventions they were using to address characteristics of dyslexia.
- 63% of districts were able to connect intervention programs and practices provided to all seven characteristics of dyslexia explicitly.
- 13.5% of districts did not explicitly connect the interventions they were using to any of the seven characteristics of dyslexia.

Historical analysis indicates the following:

- districts that provided the interventions they were using to address characteristics of dyslexia increased from 86% in 2017-18 to 94.5% in 2019-20.

A qualitative analysis noted the following:

- an increased level of detail describing RTI practices in K-8.
- less detail was observed when describing RTI practices in grades 9-12 in comparison to grades K-8.
- an inconsistency in reporting what characteristic(s) of dyslexia is addressed by intervention programs.

While strong district reporting of dyslexia-specific interventions does not guarantee students are receiving effective, aligned interventions, it does indicate that districts have critically analyzed the materials they are using. Doing so allows them to align high-quality intervention materials to students' needs more effectively.

Student Achievement

The "Say Dyslexia" law requires reporting TVAAS growth data, when available, for students receiving dyslexia intervention services. However, TVAAS data is not calculated for individual student growth; therefore, student-level achievement data is typically collected and reported for each grade as defined by scores indicating *below*, *approaching*, *on track*, or *mastered* assessed standards.

However, on March 26, 2020, following the passage of Public Chapter 652 by the Tennessee General Assembly and the receipt of a waiver of federal assessment requirements from the U.S. Department of Education on March

20, 2020, the State suspended all state standardized testing for the Spring 2020 testing window; therefore, this data is unavailable for the 2019-20 school year.

Accommodations

Information is typically collected and reported regarding the use of accommodations by students on state assessments (i.e., TNReady and End of Course (EOC)) who are (1) eligible under Section 504 of the Rehabilitation Act of 1973 and/or the Individuals with Disabilities Education Act (IDEA) and (2) were provided dyslexia-specific intervention services in the 2019-20 school year. The specific accommodations analyzed each year for students demonstrating the characteristics of dyslexia include adult transcription, assistive technology, extended time, rest/breaks, text-to-speech/human reader/human signer, and word-to-word dictionary.

However, on March 26, 2020, following the passage of Public Chapter 652 by the Tennessee General Assembly and the receipt of a waiver of federal assessment requirements from the U.S. Department of Education on March 20, 2020; the State suspended all state standardized testing for Spring 2020 testing window. Therefore, this data is unavailable for the 2019-20 school year.

Next Steps

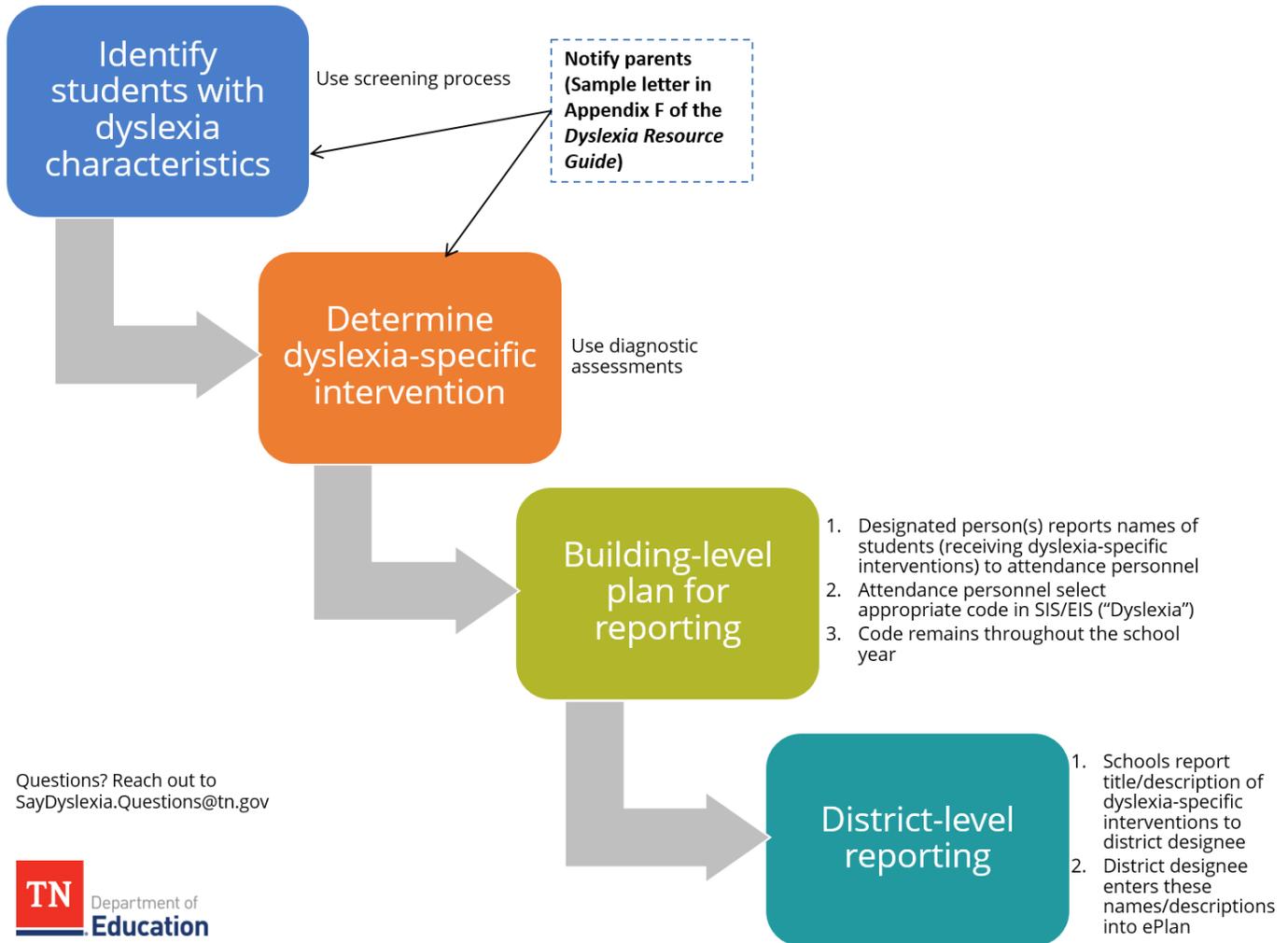
- A district's ability to code students receiving dyslexia-specific interventions more accurately is an early indicator of the positive impacts of the "Say Dyslexia" law. While the data indicate that districts are slowly improving their accuracy in identifying students in need of dyslexia-specific interventions, most districts still do not closely reflect national prevalence rates; this indicates further support is needed related to the provision of interventions and reporting structures.
 - The department should consider:
 - continuing to guide districts in identifying ways to train their building principals and RTI2 teams to understand the screening process for characteristics of dyslexia;
 - continuing to support knowledge building around dyslexia-specific characteristics and interventions;
 - continuing work with districts to increase understanding of the purpose of reporting and reviewing their process of coding students as receiving dyslexia-specific interventions; and
 - providing technical assistance to districts that have reported <1% of students receiving dyslexia-specific interventions.
- LEA descriptions of their dyslexia-specific interventions demonstrated an increased level of detail describing RTI practices in grades K-8; however, less detail was observed when describing RTI practices in grades 9-12, which suggests additional training in grades 9-12 may be needed.
 - The department should consider:
 - supporting the identification of appropriate interventions for older students that is appropriate to age and developmental level; and

- addressing the stigma regarding reading deficits and intervention needs for upper grades in order to properly identify needed interventions and accommodations.
- Based on feedback from the Dyslexia Advisory Council, the department should consider:
 - providing support to districts on the screening of written expression;
 - continuing education around the myths versus the facts about dyslexia;
 - creating parent resources and communication for districts around “Say Dyslexia” and what it means to receive a dyslexia-specific intervention;
 - following up with districts with whom a low number of students identified for dyslexia-specific interventions to identify areas of need and provide support; and
 - providing updated guidance on screening due to our current climate related to the COVID-19 pandemic.

Conclusion

The 2019-20 school year presented unprecedented challenges for districts, students, and families and impacted data collection for this report, including assessments, accommodations, and reporting. The implementation of the “Say Dyslexia” law continues to be necessary and important work to ensure students are increasingly being appropriately identified and receiving dyslexia-specific interventions. As more students are identified and matched to interventions and instructional supports, students who struggle with basic reading will increasingly make the progress necessary to close the achievement gap and reach their long-term goals.

Appendix A: “Say Dyslexia” Reporting Requirements Flowchart



Appendix B: District-level Reporting

The table below provides a breakdown of the percentage of total students who received dyslexia-specific interventions reported by each district. Districts with missing data in 2018-19 are indicated with a dash. It should be noted that the dyslexia specific intervention data was collected for the 2019-2020 school year during the onset of the COVID-19 pandemic and this, as well as school closure, likely impacted district reporting and limited regional follow-up support to districts.

District	2018-19	2019-20
Achievement School District	3.29%	2.57%
Alamo City	1.93%	4.35%
Alcoa	5.14%	7.73%
Alvin C York	0.00%	0.00%
Anderson County	6.23%	5.92%
Arlington	3.74%	3.75%
Athens	9.75%	5.38%
Bartlett	1.00%	0.93%
Bedford County	1.17%	4.09%
Bells	5.39%	7.58%
Benton County	9.77%	10.92%
Bledsoe County	0.81%	0.29%
Blount County	4.26%	3.78%
Bradford	5.84%	6.75%
Bradley County	2.53%	3.85%
Bristol	6.89%	5.79%
Campbell County	4.76%	0.00%
Cannon County	6.39%	8.60%
Carter County	3.84%	5.22%
Cheatham County	3.82%	7.50%
Chester County	8.73%	7.72%
Claiborne County	4.06%	4.35%
Clay County	1.56%	1.27%
Cleveland	0.03%	0.22%
Clinton	4.45%	4.83%
Cocke County	3.19%	1.33%
Coffee County	3.39%	5.09%
Collierville	1.25%	2.19%
Crockett County	0.75%	1.94%
Cumberland County	3.39%	3.01%
Davidson County	1.72%	1.96%
Dayton City	1.22%	3.19%

Decatur County	7.07%	7.68%
DeKalb County	24.06%	16.39%
Dickson County	2.87%	3.47%
Dyer County	4.35%	2.54%
Dyersburg	0.23%	0.35%
Elizabethton	17.72%	17.07%
Etowah City	0.00%	3.10%
Fayette County Public Schools	0.17%	0.09%
Fayetteville	18.48%	22.97%
Fentress County	3.34%	2.50%
Franklin County	0.08%	1.05%
Franklin SSD	9.34%	12.57%
Germantown	0.88%	0.32%
Gibson County SSD	3.93%	3.11%
Giles County	11.23%	10.47%
Grainger County	14.15%	17.59%
Greene County	0.49%	0.36%
Greeneville	--	0.92%
Grundy County	9.67%	8.73%
Hamblen County	1.54%	2.28%
Hamilton County	0.49%	0.57%
Hancock County	1.40%	1.33%
Hardeman County Schools	4.83%	3.17%
Hardin County	21.92%	21.03%
Hawkins County	0.26%	0.14%
Haywood County	34.91%	32.95%
Henderson County	7.79%	5.99%
Henry County	2.73%	1.74%
Hickman County	1.73%	1.98%
Hollow Rock - Bruceton	13.20%	3.99%
Houston County	18.64%	21.62%
Humboldt City Schools	9.76%	19.71%
Humphreys County	8.24%	7.10%
Huntingdon Special School District	4.66%	4.85%
Jackson County	15.58%	19.85%
Jefferson County	4.42%	4.39%
Johnson City	3.15%	4.01%
Johnson County	3.58%	3.19%
Kingsport	0.42%	0.53%
Knox County	7.10%	11.05%
Lake County	--	0.27%
Lakeland	2.48%	2.35%

Lauderdale County	16.26%	0.00%
Lawrence County	3.88%	2.93%
Lebanon	12.32%	20.79%
Lenoir City	0.09%	0.04%
Lewis County	9.53%	8.22%
Lexington	8.45%	13.99%
Lincoln County	6.90%	1.27%
Loudon County	5.06%	4.51%
Macon County	2.58%	5.25%
Madison County	6.21%	5.79%
Manchester	2.72%	4.27%
Marion County	0.10%	0.22%
Marshall County	10.92%	9.77%
Maryville	4.53%	4.78%
Maury County	13.75%	16.02%
McKenzie	3.51%	6.22%
McMinn County	4.21%	4.10%
McNairy County	2.02%	1.77%
Meigs County	27.27%	28.47%
Milan	9.09%	8.99%
Millington Municipal Schools	11.03%	10.29%
Monroe County	2.48%	2.39%
Montgomery County	6.70%	7.81%
Moore County	6.14%	4.94%
Morgan County	--	0.11%
Murfreesboro	7.93%	3.85%
Newport	3.80%	3.52%
Oak Ridge	1.98%	2.43%
Obion County	2.34%	2.13%
Oneida	10.21%	8.19%
Overton County	3.91%	4.12%
Paris	15.33%	6.45%
Perry County	6.71%	5.29%
Pickett County	2.16%	2.80%
Polk County	0.04%	0.04%
Putnam County	3.82%	2.25%
Rhea County	1.79%	2.41%
Richard City	0.00%	0.74%
Roane County	1.17%	1.04%
Robertson County	9.11%	9.78%
Rogersville	19.42%	15.77%
Rutherford County	4.05%	3.85%

Scott County	2.88%	3.33%
Sequatchie County	1.65%	2.06%
Sevier County	3.34%	3.13%
Shelby County	5.06%	4.07%
Smith County	4.67%	3.07%
South Carroll	2.02%	8.62%
State Board of Education	0.00%	0.00%
Stewart County	0.43%	0.63%
Sullivan County	13.76%	19.02%
Sumner County	1.83%	2.25%
Sweetwater	6.56%	6.58%
Tennessee School for Blind	0.00%	0.00%
Tennessee School for Deaf	0.00%	0.00%
Tipton County	1.91%	7.30%
Trenton	8.31%	4.88%
Trousdale County	9.44%	11.40%
Tullahoma	5.55%	4.84%
Unicoi County	2.68%	2.44%
Union City	0.06%	0.00%
Union County	11.02%	6.77%
Van Buren County	2.19%	2.74%
Warren County	5.28%	4.65%
Washington County	2.65%	4.10%
Wayne County	1.24%	0.00%
Weakley County	1.88%	1.78%
West Carroll SSD	0.00%	2.45%
West Tennessee School for Deaf	0.00%	0.00%
White County	6.47%	5.04%
Williamson County	0.76%	2.16%
Wilson County	1.87%	1.69%
Statewide	4.43%	4.72%